

**A**

- 1 **If we don't hurry up,** _____.
- 2 You won't pass the exam if you don't study.
- 3 **If I don't have time to do it today,** _____.
- 4 If you don't take a jacket, you'll be cold.
- 5 **If you don't drive more slowly,** _____.
- 6 If you give me your e-mail address, I'll write to you.
- 7 **I'll do the washing up if** _____.
- 8 If you don't do your homework, the teacher will be angry.
- 9 **We'll have the party inside if** _____.
- 10 Will you pay me back tomorrow if I lend you some money?

B

- 1 If we don't hurry up, we'll be late.
- 2 **You won't pass the exam if** _____.
- 3 If I don't have time to do it today, I'll do it tomorrow.
- 4 **If you don't take a jacket,** _____.
- 5 If you don't drive more slowly, you'll have an accident.
- 6 **If you give me your e-mail address,** _____.
- 7 I'll do the washing up if you cook.
- 8 **If you don't do your homework,** _____.
- 9 We'll have the party inside if it rains.
- 10 **Will you pay me back tomorrow if** _____?

AE3 / GA COMM INSTRUCTIONS

You **move** pieces **across** the board in chess, draughts (accept names of games in SS's own language here).
You can **drive into** a garage, a car park.
You **go round and round** a track in athletics and cycling.
A lorry driver, a messenger, a waiter etc **take things from one place to another**.
To get to Japan from the UK you have to **fly over** Sweden and Russia (SS answers will depend on where they live).
You can **put** keys, money, a mobile etc **into** you pocket/bag every day (and take them out).
On our way to this school we **go past**, e.g. a park and a petrol station. (SS answers will depend on where they live).
When it's raining you can **stand under** an umbrella, a tree etc.
A cat can **walk along** a roof, branch, (narrow) wall etc.

6 Guess my sentence

A A pairwork activity

SS practise first conditional sentences by trying to guess the missing half of their partner's sentences. Copy one sheet per pair and cut into A and B.

LANGUAGE First conditional: *If we don't hurry up, we'll be late. You won't pass the exam if you don't study.*

- Put SS into pairs and give out the sheets. Sit A and B so they can't see each other's sheet.
- Demonstrate the activity by writing on the board:
If you live in Britain for a year, _____.
- On a separate piece of paper write the complete sentence but don't show it to the class, e.g. *If you live in Britain for a year, you'll speak English perfectly.*
- Tell the class that they have to guess the missing words in the sentence on the board. Elicit several possible completions until someone says what you have written on the paper, and then show the class the piece of paper.
- Focus on the sheets and explain that half of their sentences have gaps, and their partner has the complete sentences. SS take turns trying to guess the missing words in their incomplete sentences. They should continue guessing until they say the exact sentence their partner has. Their partner should help and prompt if necessary.
- Give SS a minute or so to read their sentences and think of possible completions, but not to write them.
- Student A begins by trying to guess his/her first sentence. Stress that SS should say the whole sentence each time, not just the missing words. When A correctly guesses the sentence he/she writes in the missing words.
- Now B tries to guess his/her first sentence etc.

6 I think you'd ...

B A pairwork activity

SS complete sentences by guessing real information about their partner. Copy one sheet per pair and cut into A and B.

LANGUAGE Second conditional: *If you won a lot of money, I think the first thing you'd buy is a car.*

- Demonstrate the activity by writing on the board:
If you could go on holiday anywhere in the world, I think you'd go to _____.
- Tell SS to think about *you* and complete the sentence, i.e. guessing where you would go. Elicit answers and then tell the class where you would, in fact, go.
- Put SS into pairs and give out the sheets. Sit A and B so they can't see each other's sheets. Tell them to complete the sentences trying to guess what their partner would do in each situation.
- SS take turns to read their completed sentences to their partner, who tells them if they have guessed correctly or not. Encourage them to say *No I wouldn't. I'd ...* if the guess is wrong.
- Get feedback from several pairs and find out who, in the pair, had more correct guesses.

6 It might rain

C A group card game

SS practise making *may/might* sentences. Copy and cut up one set of cards for each group of 3 or 4.

LANGUAGE *I'm going to take an umbrella because it may/might rain.*

- Put SS into small groups of 3 or 4. Put a set of cards face down in the middle.
- Tell SS to imagine that they are in London on holiday. They are going to go out for the day and must say what they are going to take and why.
- Demonstrate the activity by picking up a card, e.g. sunglasses, and say *I'm going to take some sunglasses because it might (or may) be sunny*. Pick up another card, e.g. a mobile phone, and say *I'm going to take a mobile because I might want to phone my friends*.
- Tell SS that if they make a correct sentence then they keep the card. The winner is the student with the most cards at the end. If a student makes an incorrect sentence, the card is put back at the bottom of the pile.
- SS now take turns to take a card and try to make a correct sentence using *I'm going to ... because + might or may ...*. The game ends when all the cards have been won.
- Get feedback for each card by saying *I'm going to take (my passport) because ...* and eliciting a *might/may* sentence from the class.

Non-cut alternative Do this as a pairwork activity without cutting up the cards. Give one sheet to each pair and they take turns to make sentences.

Suggested sentences (but others are possible):

umbrella – It may/might rain.

chocolate – I may/might be hungry.

a sweater – It may/might be cold.

a map – I may/might get lost.

a phrase book – I may/might speak to someone in English.

a mobile phone – I may/might need to phone someone.